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ABSTRACT

An evaluation of a state-wide alcohol and substance abuse education project covering the years 1983 through 1986 is provided in this document. The project was designed to provide continuing education opportunities for counselors and other staff working in the field of alcoholism and substance abuse. Much of the training provided is technical in nature, assigned to upgrade participants' knowledge concerning the treatment of alcoholism and substance abuse, improve their interpersonal communication skills, and enhance their professional growth and development. Evaluation results indicate that: (1) program participation increased significantly from the 1983 rate of 468 participants to the 1986 rate of 2,401 participants; (2) costs per training day per participant dropped from \$200 in 1983 to \$48.33 in 1986; (3) the majority of participants were counselors, although about one-third were recovering alcohol or substance abusers; (4) the majority of participants were college graduates with an average age of 41.7 years; and (5) participants rated workshop effectiveness from good to excellent in areas of course content, trainer effectiveness, workshop activities, and setting. Seven recommendations for future program development, implementation, and evaluation are listed. Appendices include workshop titles for each of the four years studied and the 1985 and 1986 data collection instruments. References are included. (ABL)

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AN EFFICIENCY AND EFFECTIVENESS STUDY OF A STATE-WIDE
ALCOHOL AND SUBSTANCE ABUSE EDUCATION PROJECT

1983 - 1986

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EXECUTIVE SUMMARY

This evaluation report reviews the progress of a state-wide alcoholism & substance abuse education (ASAE) project over a four year time span, from 1983 through 1986. Four evaluation questions are addressed:

- 1) How have program participation rates changed from 1983 through 1986?
- 2) How have program costs per participant training day changed from 1983 through 1986?
- 3) What is the demographic profile of current (1985 and 1986) program participants?
- 4) What are participant perceptions of program effectiveness (1985 and 1986)?

The results of this evaluation indicate that program participation increased significantly from the 1983 rate of 468 participants per year to the present rate of 2,401 participants per year (1986). During this same time frame, program costs, as measured by costs per training day per participant, decreased dramatically. Program costs dropped from \$200.00 per training day per participant in 1983 to \$48.33 per training day per participant in 1986. Demographic analyses revealed that the average age of a workshop participant was 41.7 years. Forty percent of the participants were males, and approximately 32% of the workshop participants identified themselves as recovering alcohol or substance abusers. A majority had attended college, with 59% having completed bachelor's or master's level training. The majority (59%) of participants classified themselves as counselors. Sixty four percent of the participants had been in the field of alcoholism and substance abuse for three years or longer. Participant perceptions of workshop effectiveness ranged from good to excellent in the areas of course content, trainer effectiveness, workshop activities, and setting.

Based on the present evaluation study, recommendations for future program development, future implementation, and future evaluation include:

- 1) Making policy decisions to identify the specific target audience of the ASAE Project and the numbers of people to be served by the project, due to project growth
- 2) Conducting a comprehensive needs assessment for those working in the field of alcoholism and substance abuse (e.g., counselors and administrators) as well as ASAE staff

- 3) Revising the participant questionnaire including reliability and validity studies
- 4) Conducting an outcome evaluation of the training project in field settings
- 5) Modifying the training settings for a more satisfactory training environment
- 6) Offering more advanced workshops
- 7) Developing workshops focusing on specific needs of specific populations such as DUI personnel workshops, workshops for those dealing with AIDS (based on needs assessments)

PURPOSE OF PROGRAM

Introduction. This evaluation study was conducted to examine the effectiveness and cost-efficiency of a midwestern state's alcoholism & substance abuse education project (hereafter referred to as the ASAE Project) designed, developed, and implemented by a large midwestern university from 1983 through 1986. The name of the state has been removed from this report for reasons of confidentiality.

This report describes the following: the purpose of the program, program description, evaluation questions, evaluation method, results, discussion, and recommendations for future program development, future implementation, and future evaluations.

Aims and Objectives. The ASAE Project was initially funded in 1982 as a training project by the state organization which directs alcoholism program services to provide training and educational opportunities for alcoholism counselors and other staff responsible for the physical and emotional needs of clients who abuse alcohol. The overall program objective was to expand and improve the capabilities of alcoholism treatment staff throughout the state and was directed toward enabling counselors to attain and maintain state certification.

During the four years in which the university has been associated with the ASAE Project, the objectives have become more generalized: the target population now includes both alcoholism and substance abuse counselors, in addition to business staff, dietary staff, administrators, ASAE staff members, and others who work in the field of alcoholism and substance abuse in both public and private facilities. Specific topics for training are selected to meet the needs of each special sub-group.

Description of Participants and Setting. In 1983 a decision was made by the university staff and the state staff to make the training program more accessible to the target population by presenting each workshop topic in each of the then six state public health regions with on-site monitoring by the university staff. This policy has been carried out, with some modifications, to the present time (there are now four regions in the state).

In 1982-83, the workshop attendance average was 17, and most workshops were scheduled in mental health centers and colleges. In 1986 most workshops were scheduled in colleges and hotels because group size was often large (average size was 99, with a maximum of 180 participants) and could not be accommodated comfortably in community hospitals or mental

health centers. Due to large registrations, it has been necessary, at times, to schedule second and third sessions in certain regions to meet client demand.

PROGRAM DESCRIPTION

Nature of the Learning. This project was designed to provide continuing education opportunities for individuals serving as counselors and in other job functions in the field of alcoholism and substance abuse. Much of the training is technical in nature, designed to upgrade participant knowledge concerning the treatment of alcoholism and substance abuse, improve their interpersonal communication skills, and enhance professional growth and development. Some of the workshops are presented to large groups of 100 or more participants in a lecture-style format while others are presented as small, experiential classes of 25 to 30 people.

Content. The topics offered each year are selected by ASAE staff based on needs expressed by the administrators and workers in the field: informal surveys and needs assessments; and requirements of the certifying bodies. The topics are varied to meet the needs of a broad spectrum of workers and have included workshops concerning business staff training, nutritional needs of alcoholics, crisis management, clinical supervision, and women's treatment issues. A complete list of the workshops presented from 1983 through 1986 is found in Appendix A.

Workshops are designed for basic and advanced levels. However, even with specific notices in brochures describing the level of presentations (basic or advanced) this caveat is usually disregarded by the participants, and the audience is usually diverse in educational background and experience.

Logistics. All logistical concerns of setting up and presenting workshops are addressed by ASAE Project staff with support from state department staff. Tasks which must be completed to implement the project in the field commonly include the following:

- 1) Locate and contract services of experts in the fields of the workshop/conference topics
- 2) Locate and contract services for workshop/conference setting
- 3) Coordinate and publish yearly calendar
- 4) Design and typeset promotional materials
- 5) Apply for certification approval
- 6) Maintain large database for mailings
- 7) Design and duplicate workshop materials
- 8) Design and print workshop/conference folders
- 9) Process mail registrations and fees
- 10) Process phone inquiries and registrations
- 11) Transport materials to workshop/conference
- 12) Conduct on-site registration, evaluations, and distribute certificates of completion

13) Process evaluations

Staffing and Personnel. The present staff of the ASAE Project consists of a director with a Ph.D. in Health Education, two full-time staff members, and one student worker. Additional project support comes from the university staff from the purchasing, accounting, disbursements, and postal departments, as well as supervisory support from department chairs and college deans. The ASAE Project facilities are housed in a department of health education at a large midwestern university. The personnel used for the workshop presentations are hired as consultants on a fixed price contract for an agreed upon service (i.e., provide a three day workshop on nutrition and alcoholism).

All registrations, mailing lists, fiscal accounts and typesetting are processed on computers by ASAE Project staff at the university.

EVALUATION QUESTIONS

This evaluation study addressed four questions concerning the ASAE Project's effectiveness and efficiency over the past four years of operation:

- 1) How have program participation rates changed from 1983 through 1986?
- 2) How have program costs per participant training day changed from 1983 through 1986?
- 3) What is the demographic profile of the current (1985 and 1986) program participants?
- 4) What are participant perceptions of program effectiveness (1985 and 1986)?

EVALUATION METHOD

Sample. Data for this evaluation study are based on official program documentation concerning the operation of this project over the past four years, including project records, periodic evaluation reports, and budget documents, as well as the results of two surveys administered to program participants enrolled in workshops during the 1985 and 1986 program years. Of the 2926 workshop participants in 1985 and 1986, 2570 returned usable surveys, producing an 88% return rate.

Instrumentation and Data Collection Procedures. Financial and operational documentation from 1983 through 1986 were used for the participation rate studies and cost analyses. These documents are based on official financial documentation and program participation records.

The demographic data and participant perceptions of program effectiveness are based on a series of surveys which were administered to the program participants at the conclusion of each training workshop during the years 1985 and 1986. These surveys assessed participant perceptions of course content, trainer effectiveness, quality of activities, setting, and overall workshop quality. Demographic information was also obtained regarding sex, age, education level, job function, whether recovering alcoholic or substance abuser, and number of years working in the field. The 1985 data collection instruments appear in Appendix B, while 1986 data collection instruments are found in Appendix C.

Evaluation Design. This evaluation study used two evaluation designs for the purposes of data collection and analysis: (1) a historical evaluation procedure and (2) a traditional survey research design strategy.

The utilization of existing financial and operational information to measure program effectiveness is often referred to as a historical evaluation procedure (Green & Lewis, 1986). As described by Green and Lewis, this strategy has been used effectively in many health education and training evaluation efforts (e.g., Atwater, 1974; Bryant, Stender, Frist, & Somers, 1976; Schuurman & de Haes, 1980) and was selected as the evaluation design for the analysis of participation trends and cost analyses over the past four program operational years. The monitoring of participation rates is an important aspect of the health education quality control process (Windsor, Baranowski, Clark, & Cutter, 1984) as is the analysis of program costs over time (Green & Lewis, 1986).

The second evaluation strategy involved the use of a post-training survey, administered to all individuals completing the training workshops. The composite results from the 1985 and 1986 surveys are presented in this evaluation, since they represent the most recent participant perceptions of the program's effectiveness.

Data Analysis Procedures. Data for program participation rates are based on summations of workshop and conference participants for each year of program operation.

The data reported as participant training days are based on the actual number of training days per person which took place during each year of operation. For example, if 100 people attended a one-day conference, 100 training days took place. However, if 100 people attended a three-day conference, 300 training days took place. This method was used to comply with ASAE specifications regarding the procedures used to obtain an accurate rate of training days which occur throughout the training program. The training days per year were then divided by the program's budget for that contract year, yielding a ratio of cost per training day per participant. This cost analysis estimate enables program managers to examine program costs over the past four years of program operation. [Participation fees were charged to each participant for each workshop or conference day. These fees were used for coffee and breakfast rolls as well as other related workshop and conference expenses. These fees are not included as a part of the regular budget, and were not used in the cost analysis.]

Demographic data were based on an analysis of 1985 and 1986 survey data. At times, only surveys from one year were used (because data were unavailable from the other year). When this occurred, it is noted in the results section.

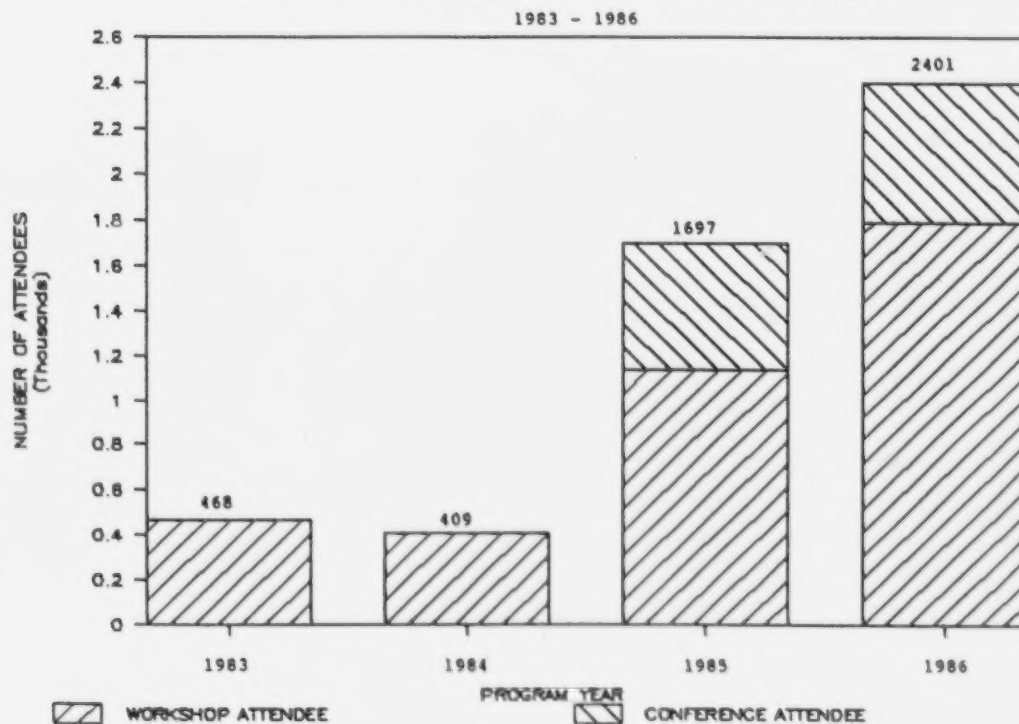
The data are presented as percentages or total numbers in the form of histograms and pie charts. Results appearing in percentage form are based on an analysis of completed, usable answers. Missing data (incomplete answers to an item) have been removed from the analysis.

The data appearing in the participant perceptions section of this report are based on averages taken over the various sections of the evaluation survey (i.e., average score on six items examining workshop content) in each workshop, and then averaged over a one-year period.

RESULTS

Participation Rates. Program participation has increased significantly over the past four years of the ASAE Project operation. In 1983, 468 individuals participated in the program while 1984 had 409 participants. In 1985, the first year in which the alcoholism and drug abuse units were combined and in which the state drugs and alcohol conference was sponsored by ASAE state staff and the university, there were 1697 workshop and conference participants (1135 workshop participants and 562 conference participants). The participation rates rose further in 1986 to a high of 2401 workshop and conference participants (1795 workshop participants and 606 conference participants). These data are shown in Figure 1.

FIG. 1: NUMBER OF PARTICIPANTS



Program Costs. As program enrolment increased significantly, program costs, as measured by cost per

training day per participant, decreased significantly. The number of training days in each fiscal year were as follows:

1983 = 875 training days
1984 = 761 training days
1985 = 2946 training days
1986 = 3954 training days

The budget for each fiscal year was as follows:

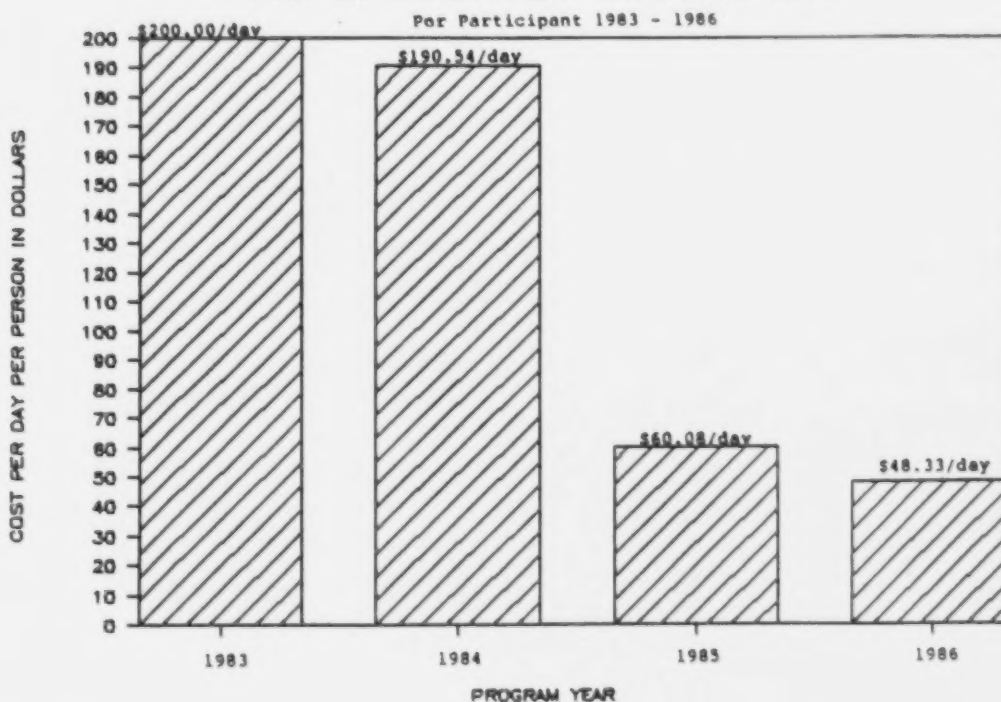
1983 = \$175,000
1984 = \$145,000
1985 = \$177,000
1986 = \$191,112

These data reveal the following costs per training day per participant during each fiscal year:

1983 = \$200.00 per training day per participant
1984 = \$190.54 per training day per participant
1985 = \$60.08 per training day per participant
1986 = \$48.33 per training day per participant

The decrease in costs per training day per participant are shown graphically in Figure 2.

FIG. 2: COST PER TRAINING DAY

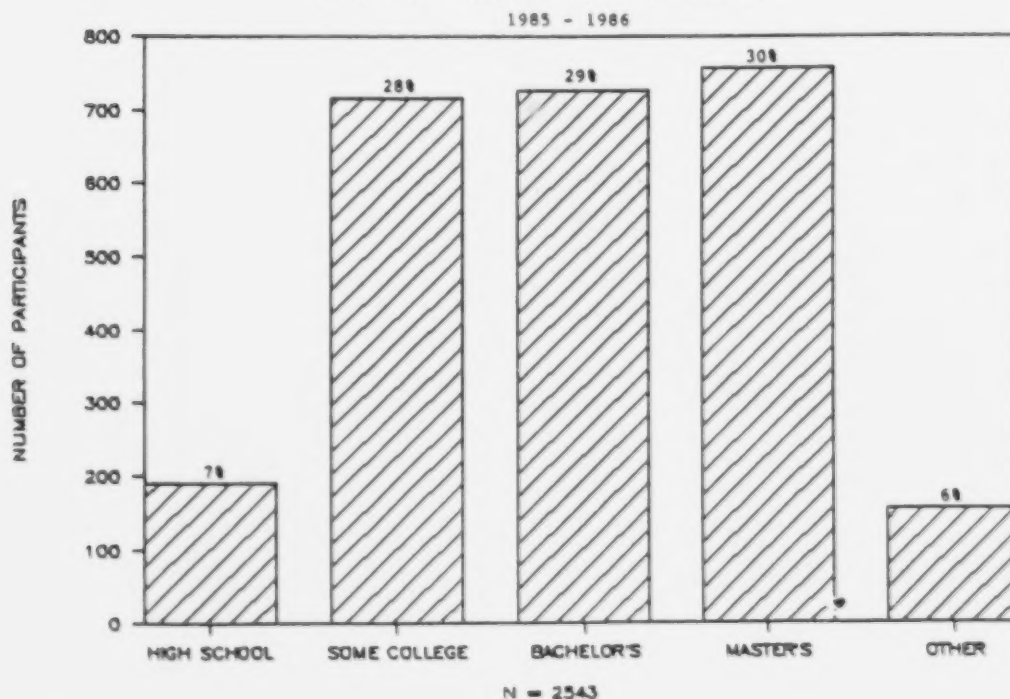


Demographic Profile of Participants. Demographic data were tabulated over a two year period to obtain an accurate profile of recent workshop participants.

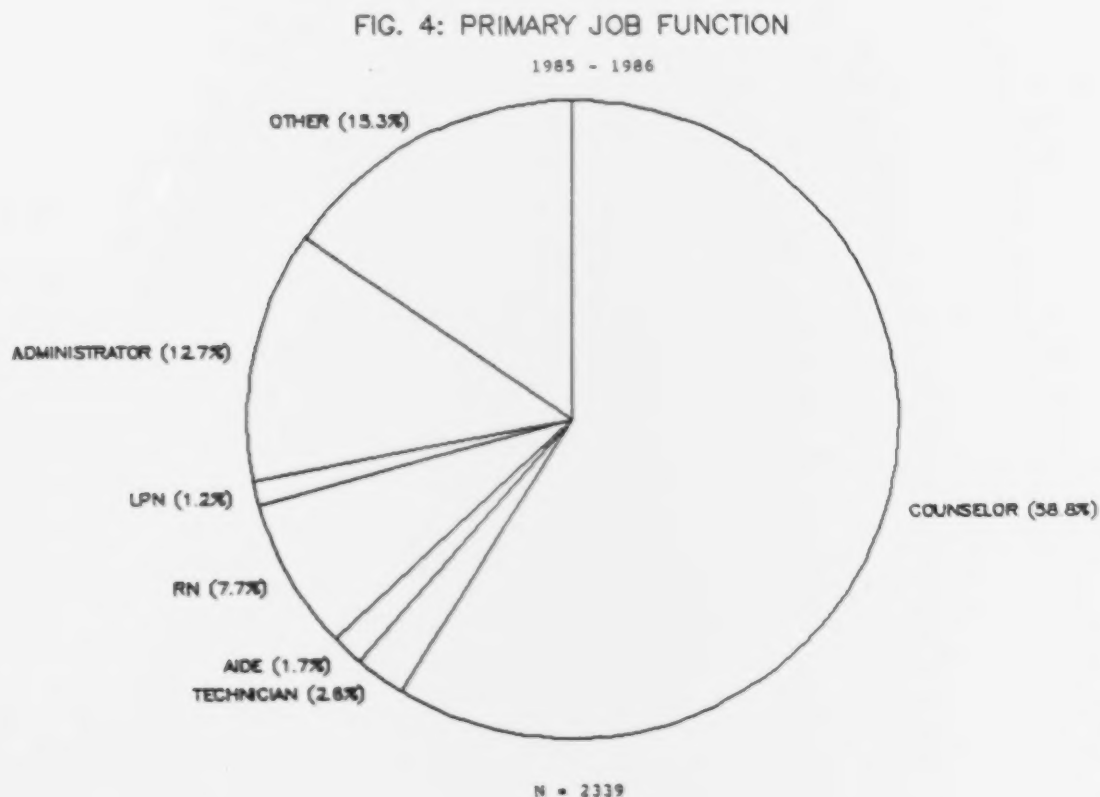
In terms of general characteristics, based on 1985 data, the average age of participant was 41.7 years. Based on 1985 and 1986 data, 40% of the participants are male, and 32% identified themselves as recovering alcohol or substance abusers. Seventy eight percent of the program participants indicated that they had alcoholism counseling responsibilities and 72% of the participants indicated that they had substance abuse counseling responsibilities. As can be seen from these data, a large number of the program participants had both substance abuse and alcoholism counseling duties.

Program participants were highly educated, with 28% reporting at least some college and 29% indicating they have completed bachelor's level training. Thirty percent identified themselves at the master's level of education. About 6% indicated "other," with the majority in that category probably being 2 year RNs. The data describing the educational level of the program participants is shown in Figure 3.

FIG. 3: EDUCATION LEVEL

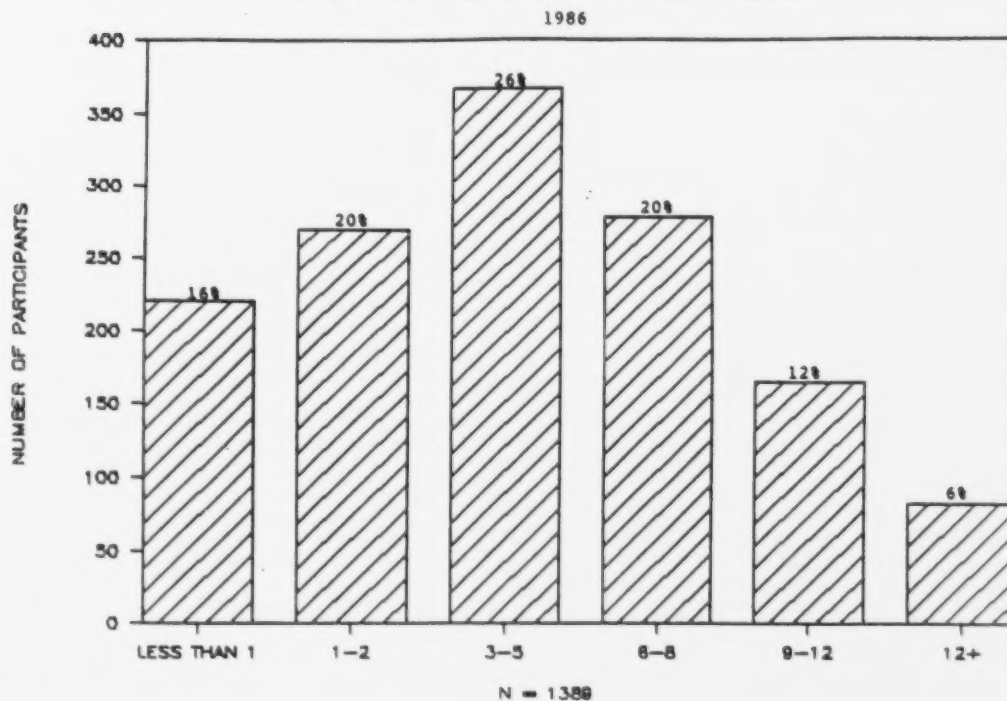


With regard to primary job function, 59% of the participants indicated they work in a counseling capacity, while the next largest identifiable group (13%) was composed of administrators. About 8% of the participants were RNs, and a small number served as technicians, aides, or LPNs. Fifteen percent of the participants identified themselves in the "other" category. The job function data are shown in Figure 4.



Based on analysis 1986 data concerning the number of years the participants have been in the field of alcoholism and substance abuse, it was determined that the largest number of participants (26%) had been in the field for three to five years. Only 16% had been in the field for less than one year, and even fewer (12%) had been in the field for 12 or more years. About 64% of the participants had been in the field for three years or longer. These data are shown in Figure 5.

FIG. 5: YEARS IN THE FIELD

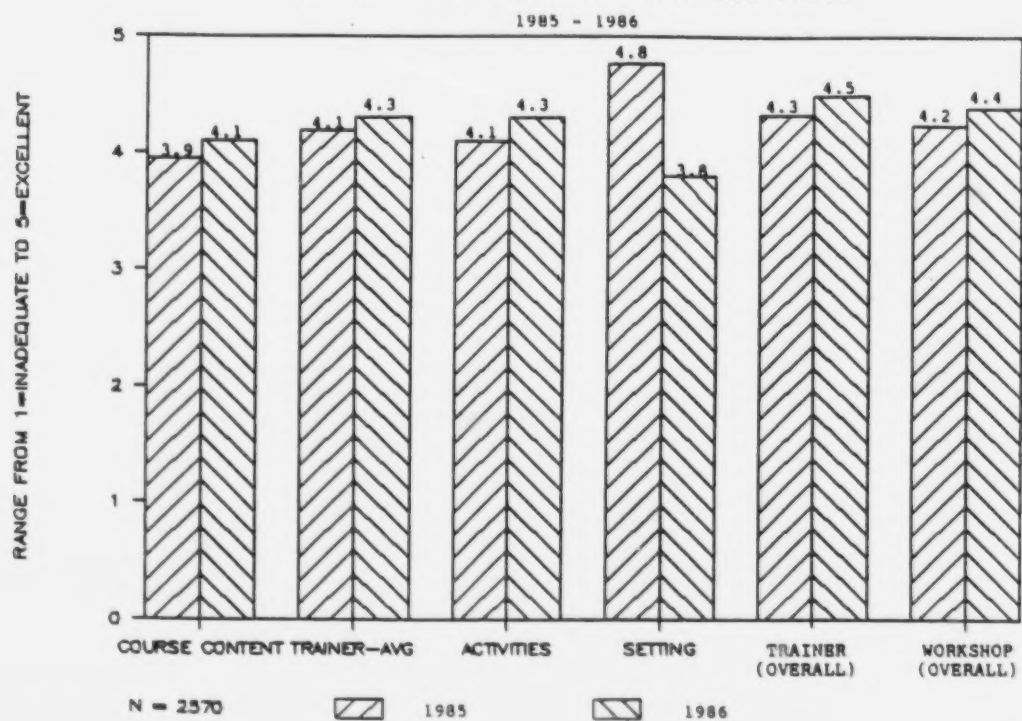


Participant Perceptions. The final evaluation question examined participant perceptions of the quality of the training they received in the ASAE Project workshops in the following areas: course content, trainer characteristics, the activities of the workshop, the workshop setting, the overall effectiveness of the trainer, and the overall rating of the course. The following rating scale was used in the questionnaires:

- 1 = inadequate
- 2 = poor
- 3 = adequate
- 4 = good
- 5 = excellent

As suggested by the data, there was an improvement in the scores in each area from 1985 to 1986, with the exception of "setting," which experienced a drop from 4.8 to 3.8. The data concerning participant perceptions of the quality of the workshops appears as Figure 6.

FIG. 6: PARTICIPANT EVALUATION



DISCUSSION AND RECOMMENDATIONS

The fact that program participation in this project increased over a four-year period is not surprising, but the dramatic increase is indeed extraordinary. Clearly, the increase in project participation is due, in part, to the addition of the conferences; however, this accounts for only one third to one quarter of the 1985 and 1986 participation rates. Workshops still make up a majority of the participation in the ASAE Project. Data have not been collected which directly address the issue of increases in the workshop attendance; however, these increases may be due to the following factors:

- o the improved quality and size of the mailing list
- o the increased recognition/awareness of the project
- o the inexpensive registration fees
- o the regional location of the workshops

The cost-analysis data indicate that the program is being run in an efficient and effective manner. The data suggest that significant increases in project participation occurred while project costs remained relatively constant. This has resulted in project costs dropping from \$200.00 per training day per participant to costs of \$48.33 per training day per participant. This reduction in costs per training day per participant, while increasing services, is a major program management accomplishment.

The cost-analysis data suggest that it costs about \$8.00 per training hour (\$48/6 hr day) to provide the ASAE Project services. Based on the authors' experience in evaluating private industry and federal government training programs, this is a very cost-efficient rate for training. It is probably not possible to further reduce this cost, without affecting the quality of the training program, therefore, if future policy-makers feel it necessary to increase the number of people served by the project, it is strongly recommended the budget be increased in accordance with the new program participation rate target objectives.

The demographic data suggest that the majority of the ASAE Project participants are well-educated, have been in the field for at least three years, and serve as counselors. These findings suggest that more advanced workshops may be needed to further refine the skills of a sophisticated target population. It may also be important to provide workshops concerning program management and administration issues, since a sizable number of the workshop participants indicated that they serve as administrators.

With regard to the workshop evaluations, it is clear that the overall rating by participants of the project was

good to excellent. However, workshop participant perceptions of the quality of the setting (site where the workshops were held) decreased from 1985 to 1986. This may be due to the large and sometimes unexpected workshop size in some regions; workshops with 100 to 180 participants generally were a lecture-style format. These data suggest that workshop setting may be more satisfactory to the participants if a ceiling is placed on enrollment. Although it would be much more costly to repeat a workshop several times with smaller groups, the participants' satisfaction with the setting would probably be improved. It is important to note, however, that all of the other variables studied (e.g., trainer effectiveness, workshop content, workshop activities) showed improvement from 1985 to 1986.

A systematic, comprehensive needs assessment has not been conducted for the ASAE Project. A needs assessment would serve two major functions: (1) determine what training needs exist in the state which are related to alcoholism and substance abuse and to what extent these needs should be addressed and (2) provide standards and criteria against which a program such as this can be evaluated (Stufflebeam, McCormick, Brinkerhoff, & Nelson, 1985). A needs assessment would enable policy makers to better shape appropriate and measureable goals and objectives for the program, as well as specify the exact target audience of the ASAE Project. The quality of the training could then be assessed in terms of the stated goals and objectives.

The data collection instruments used in this training project have not been studied with regard to reliability and validity. The use of reliable and valid instruments is an important aspect of any program evaluation (Griffiths & Sarvela, 1986), therefore, it is strongly recommended that reliability and validity studies be conducted in the future, to ensure that quality data are being collected concerning project effectiveness.

Based on the present evaluation study, recommendations for future program development, future implementation, and future evaluation include:

- 1) Making policy decisions to identify the specific target audience of the ASAE Project and the numbers of people to be served by the project
- 2) Conducting a comprehensive needs assessment for those working in the field of alcoholism and substance abuse (e.g., counselors and administrators) as well as ASAE staff
- 3) Revising the participant questionnaire including reliability and validity studies
- 4) Conducting an outcome evaluation of the training project in field settings

- 5) Modifying the training settings for a more satisfactory training environment
- 6) Offering more advanced workshops
- 7) Developing workshops focusing on specific needs of specific population such as DUI personnel workshops, workshops for those dealing with AIDS (based on needs assessments)

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APPENDIX A
1983 TO 1986 PROGRAM DESCRIPTIONS

Alcoholism and Substance Abuse
Education and Training Project

Schedule of Workshop Titles

Workshop Titles

FY83

"Basic Alcoholism Knowledge"

"Crisis Management"

"Intake, Assessment and Interviewing"

"Facilitative Skills"

FY84

"A Wholistic Approach to
Client Assessment"

"Business Staff Training:
Capturing Third Party
Reimbursement"

FY84 Continued

Workshop Title

"Meeting the Nutritional Needs
of the Alcoholic Client"

"Staff Development Through
Improved In-Service
Programs"

"Client Records: Maintaining
Clinical and Fiscal
Accountability"

FY85

"An Integrated Treatment
Perspective"

"Mental Illness and
Substance Abuse"

"Clinical Supervision"

"Individual Counseling
Advanced"

"Group Counseling-
Advanced"

"Treating Developmental Lags"

"The Hard-To-Treat Client"

FY86

Workshop Titles

"Understanding Cocaine Abuse
and Dependence"

"Nutrition and Dietary Services"

"The Hard-To-Treat Client"

"Intervention and Drug Withdrawal"

"Assessment and Management of
Clients with Mental Illness/
Substance Abuse"

"Clinical Supervision"

"Cross Training: Alcoholism for
Drug Abuse Counselors and
Drug Abuse for Alcoholism
Counselors"

"Treating Family Systems"

"Women's Treatment Issues"

"Group Counseling Skills
Advanced"

APPENDIX B
1985 DATA COLLECTION INSTRUMENT

Workshop and Instructor Evaluation

Location _____ Instructor _____ Date _____

The following are characteristics of a good workshop. Please rank the descriptors on a scale of 1 to 5.

1 = inadequate 2 = poor 3 = adequate 4 = good 5 = excellent

Course Content Evaluation

1. There was agreement between the course objectives and what was taught.
2. The course adequately covered the material.
3. The course materials were appropriate and useful.
4. The topics covered in the workshop were relevant to my work.
5. The handouts contain current information and up-to-date references.
6. The handouts contained information which was new to me.

Trainer Evaluation

7. The trainer was always fully prepared for class.
8. The trainer demonstrated high-level subject-matter mastery.
9. The trainer was enthusiastic about the subject-matter.
10. The trainer directed the activities well; did not allow time wasting.
11. The trainer had clear goals for each unit of the course.
12. The trainer used personal experiences appropriately and sufficiently.
13. The trainer gave interesting and meaningful presentations.
14. The trainer gave examples and comparisons so I understood the material.
15. A variety of instructional methods were used.
16. Audio-visuals were used when appropriate and were handled well.
17. The trainer related new materials and processes to previous learning.
18. The trainer encouraged student participation in discussions.
19. The trainer was sensitive to the class morale.
20. The trainer accepted and responded to feedback from the class.
21. Generally, the instructor taught the course well.

Activities Evaluation

22. Workshop activities were related to the presentations by the trainer.
23. Workshop activities were interesting.
24. Workshop activities were worthwhile for understanding materials from the presentations.

Setting

25. The temperature of the room was comfortable.
26. The chairs were comfortable.
27. The room was well-ventilated.
28. Seating was arranged so that everyone could see the presentations.
29. Seating was arranged so that everyone could hear the presentations.
30. My rating for the course as a whole is "very good".

Additional Comments:

PARTICIPANT INFORMATION

IDASA Region 1 ____ 2 ____ 3 ____ 4 ____

Date of Birth ____
month/year

Sex Male ____ Female ____

Education Level

Less than high school graduate ____

High school graduate ____

Some college ____

Bachelor's degree ____

Master's degree ____

What is your primary job function? (Select one)

Counselor ____ RN ____

Technician ____ LPN ____

Aide ____ Administrator ____

Other ____

Do you do alcoholism counseling? Yes ____ No ____

Do you do drug abuse counseling? Yes ____ No ____

How many years have you been in your present position? ____

How many years have you been in the field of alcoholism and/or substance abuse? ____

Optional

Are you a recovering alcoholic or substance abuser? Yes ____ No ____

How many years? ____

APPENDIX C

1986 DATA COLLECTION INSTRUMENT

Workshop and Instructor Evaluation

Location _____ Instructor _____ Date _____

The following are characteristics of a good workshop. Please evaluate us on a scale of 1 to 5. Use a #2 pencil. Darken the appropriate circle.

1 = inadequate 2 = poor 3 = adequate 4 = good 5 = excellent

Course Content Evaluation

- | | | | | | |
|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 1. There was agreement between the course objectives and what was taught. |
| 1 | 2 | 3 | 4 | 5 | 2. The course adequately covered the material. |
| 1 | 2 | 3 | 4 | 5 | 3. The course materials were appropriate and useful. |
| 1 | 2 | 3 | 4 | 5 | 4. The topics covered in the workshop were relevant to my work. |
| 1 | 2 | 3 | 4 | 5 | 5. The handouts contain current information and up-to-date references. |
| 1 | 2 | 3 | 4 | 5 | 6. The handouts contained information which was new to me. |

Trainer Evaluation

- | | | | | | |
|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 7. The trainer was always fully prepared for class. |
| 1 | 2 | 3 | 4 | 5 | 8. The trainer demonstrated high-level subject matter mastery. |
| 1 | 2 | 3 | 4 | 5 | 9. The trainer was enthusiastic about the subject matter. |
| 1 | 2 | 3 | 4 | 5 | 10. The trainer directed the activities well; did not allow time wasting. |
| 1 | 2 | 3 | 4 | 5 | 11. The trainer had clear goals for each unit of the course. |
| 1 | 2 | 3 | 4 | 5 | 12. The trainer used personal experiences appropriately and sufficiently. |
| 1 | 2 | 3 | 4 | 5 | 13. The trainer gave interesting and meaningful presentations. |
| 1 | 2 | 3 | 4 | 5 | 14. The trainer gave examples and comparisons so I understood the material. |
| 1 | 2 | 3 | 4 | 5 | 15. Audio-visuals were used when appropriate and were handled well. |
| 1 | 2 | 3 | 4 | 5 | 16. The trainer related new materials and processes to previous learning. |
| 1 | 2 | 3 | 4 | 5 | 17. The trainer encouraged student participation in discussions. |
| 1 | 2 | 3 | 4 | 5 | 18. The trainer was sensitive to the class morale. |
| 1 | 2 | 3 | 4 | 5 | 19. The trainer accepted and responded to feedback from the class. |
| 1 | 2 | 3 | 4 | 5 | 20. Generally, the instructor taught the course well. |

Activities Evaluation

- | | | | | | |
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| 1 | 2 | 3 | 4 | 5 | 21. Workshop activities were related to the presentations by the trainer. |
| 1 | 2 | 3 | 4 | 5 | 22. Workshop activities were interesting. |
| 1 | 2 | 3 | 4 | 5 | 23. Workshop activities were worthwhile for understanding materials from the presentations. |

Setting

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| 1 | 2 | 3 | 4 | 5 | 24. The temperature of the room was comfortable. |
| 1 | 2 | 3 | 4 | 5 | 25. The chairs were comfortable. |
| 1 | 2 | 3 | 4 | 5 | 26. The room was well-ventilated. |
| 1 | 2 | 3 | 4 | 5 | 27. Seating was arranged so that everyone could see the presentations. |
| 1 | 2 | 3 | 4 | 5 | 28. Seating was arranged so that everyone could hear the presentations. |
| 1 | 2 | 3 | 4 | 5 | 29. My rating for the course as a whole is "very good." |

Additional Comments:

Participant Information

What is your education level?

- High school graduate ☐
Some college ☐
Bachelors degree ☐
Masters degree ☐
Other _____

What is your PRIMARY job function?

Other:

Do you do alcoholism counseling?

- ☐ Yes ☐ No

Do you do drug counseling?

- ☐ Yes ☐ No

Year of your birth?

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